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ABSTRACT

Selected teacher resource projects for ethnic studies are identified and reviewed in this document. Developed at 16 educational institutions across the United States, the projects range in focus from general multiethnic education to specific minority groups including Japanese-, Afro-, French-, Polish-, Italian-, Mexican-, and Ozark-Americans, and Yakima Indians. Some focus on ethnic populations within a particular area, such as Chicago. Each project is identified in terms of location and address, project director, program subject, grade level, and subject areas into which materials can be incorporated. Grade levels range from kindergarten through college; most materials were designed for use in elementary and secondary classes. The reviews identify types of materials produced by each project (i.e., teacher's manuals, bibliographies, teaching units, audiovisual or print materials) and describe content and possible applications. (AV)

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ETHNIC STUDIES METHODS AND MATERIALS FOR TEACHER TRAINING: A MODEL FOR SCHOOLS OF EDUCATION

(Evaluations of Title IX Teacher Resources Projects 1974-1979)

Iva A. Smith
Program Associate
The University of Michigan
Ethnic Heritage Studies Program

SO 013 537

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INTRODUCTION

The evaluations in this project represent the result of an extensive process of ordering, reading and evaluating teacher resources projects for grades K-16 which were funded under the Title IX ESEA from 1974-1979.

We requested copies of products from all teacher resources projects but a number did not reply for various reasons. Many project groups disbanded after completing the work and no forwarding addresses were available for project directors or contact persons. Other projects developed materials which were unavailable for use outside the scope of the actual project. Still others did not develop any disseminable products. Those materials we did receive were evaluated. Also, for obvious reasons, we did not evaluate our own products. Titles of these materials are listed in the appendix at the end of the evaluations.

Alabama Center for Higher Education
2121 Eighth Avenue, North
Suite 1520
Birmingham, AL 35203

Black Materials for the Public Schools: A Study Guide

Project Director: Leavy Oliver

Program Subject: Black American (Alabama)

Grade level: Teacher resources (K-16)

Subject area: Humanities, social studies, state history

We only received the study guide mentioned above from this project, therefore we can only give an evaluation of that, realizing that the guide is only a small part of the total project.

The guide is an annotated bibliography of selected reading materials - poetry and prose - about the Black experience in the U.S., not just the State of Alabama. As background reading, books about various countries in Africa are also included. The bibliography is divided into different subject categories, according to grade level, under which each book is briefly described in one or two sentences.

Under the elementary section the subject categories are history, biography, literature and fiction. Publishing dates for these works range from the late 1930's through 1968. Unfortunately no books written in the first few years of the 1970's are included in the annotated portions of this study guide.

The junior-senior high section is divided into the following categories: social sciences, education, history, biography, literature, music and art, using the same format as the one used with the elementary portion. There is also a section which deals with books that can be used by all three levels. Again the approach is the same as with the other section.

Also included are three other sections: one on suggestions for use of Black materials in the elementary school; the second, for their use in junior

and senior high literature, art and music classes; and the third is a list of selected sources of additional bibliographies on the Black-American. A deficiency in the previously mentioned first and second sections is that they do not include publishing and publication dates along with the titles and authors. On the other hand, a plus in the third section is that not only is the source listed, but the exact types of bibliographies to be found in each source are listed as well.

On the whole, the guide should be a valuable aid to teachers who wish to select books to augment their own instructional materials when teaching units and/or courses about the Black-American.

Marion City Board of Education
P.O. Box 190
Marion, AL 36756

1) Ethnic Heritage Curriculum Guide: Grades K-6

2) Ethnic Heritage Curriculum Guide: Grades 7-12.

Project Director: Hilton J. Ishee

Program Subject: Multiethnic; American Indians, Black-, European-, Japanese-, Mexican-Americans

Grade level: Teacher resources (K-12)

Subject area: Art, business, language arts, mathematics, music, science, social studies, special and vocational education

A unit or units are presented for each grade level. These units are about either a specific ethnic group or a cultural aspect of society such as family life, folklore and structural differences of the three primary races. (Most of the project deals with the 'visible ethnic minorities' in the U.S.--and the best-planned units are related, directly or indirectly, to these groups).

Each unit begins with a description of its subject matter, general objectives, overview, and the approximate time in class hours it should take to present its activities. Units are divided into four parts: content, instructional objectives, learning activities, and materials and resources. These divisions are set up in columns so that the teacher, by reading across the page, may see what the subject is and what information, resources and tools are needed to successfully present the unit and accomplish the instructional objectives. Each unit concludes with a pre-post test. The correct answers are given where necessary to assist the teachers.

This project is well done--an excellent way to teach, in-depth or generally, various cultural aspects of ethnic groups using unique and interesting methods and subjects. For example, one unit for the senior high level used as a subject international systems of measurement and explored its relationship to ethnic

heritage and cultures. And a social studies unit for the second grade was entitled 'Know Myself', in which the subject was that each child is unique, deserves acceptance and should believe that he/she is special.

Teachers who want easy-to-use units for presenting ethnic heritage studies to students in grades K-12 and who specifically want well thought out and meaningful activities to use in teaching about the American Indians, and Black-Japanese- and Mexican-Americans will find this project to be an excellent resource for classroom use. Additionally, units in the music, mathematics, science, and special and vocational education fields are also excellent and can be adapted for use in any classroom.

Arkansas College
P.O. Box 2317
Batesville, AK 72501

Country Folks: A Handbook for Student Folklore Collectors

Program Director: Richard Tallman

Program Subject: (Ark.) Ozark-American

Grade level: Teacher resources* (8-11)

Subject area: Folklore, language arts, local history, social studies

This is a detailed text about the "how-to's" and procedures of folklore collecting and teaching. Materials developed are specifically for students who live in Arkansas and the general Ozark region and generally for students who live in the southern mountain areas. Such projects and activities are to help remove distortions, stereotypes and ridicule the Ozark image has been given in the media ("Beverly Hillbillies", "L'il Abner", "Dukes of Hazzard"), give students a sense of pride in their rich heritage, and help them become more knowledgeable about themselves.

Curriculum materials developed are well formulated to help teachers train themselves in the art of folklore collecting. Listed guides are self-explanatory and the aids can be adapted for use in classrooms in other regions of the U.S. with a little extra effort. Activities and projects mentioned are interesting and well developed as aids to help teachers teach students the importance of folklore as well as show them ways to find, collect and retain various folklore genres. Although the suggested grade levels are 8-11, resourceful teachers in grades 7 and 12 can adapt many of the projects and activities for use at their grade levels.

*It is indicated that the materials developed in this project are for students. We think that it presents a very good resource tool and guide for teachers who wish to introduce and teach folklore and its importance to their students.

Japanese American Citizens League
22 Peace Plaza
Suite 203
San Francisco, CA 94115

The Experience of Japanese-Americans in the U.S.: A Teacher Resource Manual

Project Director: Patricia Nakamo

Program Subject: Japanese-Americans

Grade level: Teacher resource (K-12)

Subject area: Social studies

This is an excellent teacher resource for the grades listed above. Grade levels are grouped as follows--K-3, 4-6, 7-8, 11-12--for greater facility in instruction.

The manual is divided into five sections. The first section contains the historical background material which is a part of the Japanese-American experience in the U.S., and contemporary issues which are faced or dealt with by Japanese-Americans today.

In the second section a number of teacher techniques and activities/projects are used and suggested for use, giving teachers more opportunity for variety in the presentation of the Japanese-American experience to classes. The project does succeed, through its activities, in accomplishing its goal of helping students develop positive attitudes and strengthen self-concepts.

The third and fourth sections are made up of annotated bibliographies of teacher and student print and non-print materials. Bibliographies are set up according to grade levels and subject matter to facilitiate their use by teachers.

The fifth section gives a short list of additional resource materials. Also included is a listing of a series of events from 1513 to 1973 entitled "Ethnic Groups in American History: A Chronology of Key Events". The list leans heavily on stated events for "visible ethnics" (also includes one Italian and one Irish event) which helped shape the history of the U.S.

The concept used in the manual is informative, practical, stimulative and will allow the teacher to be able to incorporate the Japanese-American experience into any social science curriculum.

University of Denver
Center for Teaching International Relations
University Park
Denver, CO 80210

Teaching About Ethnic Heritage, Vol. 1

Teaching About Cultural Awareness, Vol. 2

Program Subject: Multiethnic

Grade level: Teacher resources (7-12)

Subject area: Social studies, ethnic studies, teacher training focus

The volume is divided into four sections, each of which presents activities that develop the section's topic. The sections are Ethnicity--some dimensions, Roots-Tracing Your Heritage, My Ethnic Values, and Documenting Ethnicity. Also included are a Bibliography on ethnic heritage and genealogy, and an Evaluation Questionnaire for teachers.

The activities are identified and organized according to the following concepts: perception, diversity, ethnicity, heritage and identity. These identifications are placed in the corner of each set of teacher's instructions so that the teacher knows immediately which concept(s) will be presented with each activity.

Volume I contains teacher instructions with corresponding student activities. Most materials for the activities are included in the volume--to be xeroxed for use by students. Activities are diverse and cover all areas of social studies. The teachers' section, if used properly, is an excellent tool; however, teachers using this should augment the given activities with their own, by using the tips, sources and resources listed and/or their own knowledge. Activities can be used in any area of the country and may be adapted for use at the upper elementary level as well. A very strong point of this volume is that at the beginning it presents a "Reading for Teachers" to help them sort out definitions of race, class and ethnicity. This reading should be a must with all teachers of multiethnic-multicultural studies. A weak point is the

evaluation questionnaire which should have been more comprehensive in scope in order to obtain more meaningful responses (from teachers using the manual).

The second volume, through the subjects covered, satisfies the goal it set down, namely "to raise consciousness about cultural differences." Suggestions for teaching experiences about cultural awareness are described. Also described are useful strategies which may be used to counter some of the forces which cause persons to resist the idea(s) of becoming culturally aware. In order to successfully accomplish the goal the book was divided into three sections - perception, culture and me, and cultural conflict and institutional racism - which focus on different, yet interrelated aspects of cultural awareness.

The activities presented as well as the accompanying handouts were well chosen for development of the various sections. Most interesting were the role-playing activities in the "culture and me" section. A questionnaire used in this section, in which students are to express their attitudes toward an ethnic group, is something that can be utilized beyond the 12th grade--in university and teacher-trainer workshops. This is an excellent tool for grades 7-12, and any activities can be developed a little more for use at the college level.

Frederick Douglass Museum of African Art
316-318 A Street, N.E.
Washington, D.C. 20002

African Heritage: Teacher's Manual

Project Director: Amina Dickerson

Program Subject: African-Americans

Grade level: Teacher resources (7-12)

Subject area: Art, history, social studies

Although there were cassette presentations, a photographic activity box and a film made as part of this project, the only part of the project available to us was the Teacher's Manual. It was written for secondary school levels, but with some adaptations it can also be used at the upper elementary level. The purpose is to introduce students to the continent of Africa, through art and history, and show them how its cultural elements are interwoven into the Black-American experience specifically, and the experience of all ethnic groups in the U.S. generally. The guide sets forth the Museum's approach for teaching the subject of African art, and as part of this approach, it first attempts to clear up many of the misunderstandings about Africa, its cultures and its peoples by 1) giving definitions of terms and concepts important to successful use of the project materials; 2) presenting a teaching strategy for conceptual learning; and 3) setting down a variety of attitudinal concepts which should be considered such as Africa's diversity, homogeneity within the diversity, contributions to world civilization, etc.. It also lists fifteen subject areas which should be covered in any well-rounded social studies curriculum in order for the students to better understand the complexity and diversity of life in Africa: from physical environment to architecture, from ethnic diversity to communication, and from work to recreation.

Part of the Manual dealt with the tivity box and audio-visual materials. Although we did not have the audio-visual materials to review along with the

teaching units, the units seemed to present effective methods for learning about the various subject matter through meaningful and appropriate activities. Information on Black sub-Saharan Africa as well as Egypt was also included.

Each unit is followed by various helpful teacher aids: objectives for unit development and instructions for effective use of each unit, a bibliography, and a glossary of terms related to the unit involved. Also included is a supplementary list of Museum resources related to the study of African heritage which are available for teacher use.

The manual is most adequate as a teacher aid for presenting a dearth of well-rounded learning activities about Africa, its rich heritage and its influence on the world, especially its influence on the U.S.

National Center for Urban Ethnic Affairs
1521 16th Street, N.W.
Washington, D.C. 20036

Bibliography of Ethnic Heritage Studies Program Materials

Program Director: Edward Plocha

Program Subject: Multiethnic

Grade level: Teacher resources (K-16)

Subject area: All, Social sciences

The bibliography is arranged alphabetically according to states. Under each state heading are listings of the Title IX projects produced in each state, brief information about the products and their content and/or focus, and the name of the project director. Also included are details such as the availability of materials and whom the reader may contact for complete information.

Indices included at the end of the bibliography break down the projects into four categories -- audience index, audiovisual index, ethnic group index and subject index -- which facilitate the use of the bibliography. This product is excellent as a handy, easy-to-use reference guide to all Title IX products developed for fiscal years 1974-75 and 1975-76.

The Florida State University
Science and Human Affairs Division
302M Education Building
Tallahassee, FL 32306

A Project in Multicultural Learning: Greek-American Contributions to Society

Program Director: Byron G. Massialas

Program Subject: Greek-American

Grade level: Teacher resources (7-12)

Subject area: Social studies

This particular project was done to give awareness to one of the major (non-visible) ethnic minorities in U.S. which usually has been omitted from the formal curricula of public schools. It is divided into seventeen units which are self contained; that is, they can be used as separate entities or can be incorporated into existing curricula. Included are subjects such as history, music, humanities (social studies), and ethnic studies. Each unit includes two sections: one for the teacher, the other for the student. (This evaluation is concerned primarily with the teacher's section). Topics of some of the units are 1) European migration patterns to the U.S., in which reasons for extensive Greek immigration -- both from Greece and from Asia Minor -- are examined, along with the effects of Ellis Island immigration procedures on the mental and psychological well-being of the newly-arrived immigrants; 2) the development of ethno centric neighborhoods in large cities, in which the reasons behind immigrant concentration in center-city versus suburban-city neighborhood locations are examined; 3) employment patterns of the Greek immigrant and reasons behind their development; 4) social institutions and organizations and their functions in a typical Greek-American community; 5) politics, and Greek-American influence and participation both in the U.S. and in Greece; and 6) newspapers and the part they play in a Greek-American community. Included also are units on Greek music, folk songs and dances, in which instruction is given for listening to and discussing the tapes which accompany these three units.

Each teacher's section begins with the goal that the section is trying to attain, followed by objectives, hypotheses, background information, reference resource(s), materials and equipment and procedures for presenting the materials to the students. Each student's section contains activities called 'springboards' -- which may be written -- that include thought provoking questions for discussion. These 'springboards' are based on the background information found in the teacher's section. Through the use of these activities students have the opportunity to use their own judgment, think through situations and draw conclusions.

The project is developed and set forth in such a manner that its format can be used by teachers to develop activities about other ethnic groups. It is a well thought out project, easy to use by teachers, with interesting activities for students. A variety of contributions are elaborated upon.

Two more additions to this project may have been appropriate. One is a unit on the contributions the Greek language has made in the formation of English, since many words used daily either come directly from Greek or are derivations -- through combining with Latin or another language -- of Greek. A bibliography of resources available (apart from the short bibliographical notations at the end of each unit) also would have been a helpful addition. Such an inclusion would have given teachers additonal resource materials which could have been used to expand the units, if desired.

Whereas other projects have included a study of Greek-Americans as part of an entire multiethnic study or program, this project is devoted solely to the Greek-Americans and their contributions to this society. As such it is a most definitive work of paramount importance in the ethnic studies area and can be highly recommended, both as a tool for specific studies of this ethnic group, or as a guide for planning ethnic studies units for other groups.

NOTE: We did not have the accompanying tapes, however these were not necessary for evaluating the methods set forth in the units.

Illinois State Department of Education
188 West Randolph
Chicago, IL 60601

University of Illinois at Chicago Circle
P.O. Box 4348, Room 3030-ECB
Chicago, IL 60680

1) Inter-Ethnic Celebration

2) Entry into the United States

Project Director: J. Frattaroli and K. Kilyszko

Program Subject: Black-, German-, Greek-, Italian-, Lithuanian-, Mexican-, Polish-, Serbian-Americans (with some emphasis on Chicago area)

Grade level: Teacher resources (K-8)

Subject area: Language arts, music, social studies

The following are two of the twelve products produced as a result of this project.

1. Inter-Ethnic Celebration -- for the lower elementary classroom, this unit categorizes holidays and celebrations according to seasons. It discusses both religious and non-religious celebrations of different ethnic groups, offers activities to do to increase students' awareness of the meanings of different celebrations to various ethnic groups, and takes them beyond the knowledge they may already have about a given holiday. Some activities can be adapted to suit the upper elementary levels. It even presents information and activities for a celebration which is totally unique to Chicago. It also suggest projects which can involve the total school staff and faculty as well as the parents and/or relatives of the students. The activities are good as supplements to other curricula units.

2. Entry into the United States. This unit's emphasis is on the migration and entry patterns of eight ethnic groups in the U.S. based on political and social history. Activities suggested are for junior and senior high levels. The unit is divided into five modules: change, entry, identity, cultural

pluralism and culminating activities which together show how various ethnic groups were brought together in the U.S. and how, while incorporating their original traditions, values and cultural habits, they helped to produce the society which makes the U.S. what it is today. Also examined are the basic ideals of America -- "liberty, equality and economic well-being"--to find out whether or not they have been achieved within today's (culturally pluralistic) society.

Appendices consist of outline histories of the aforementioned ethnic groups -- both a general history as well as brief mention of each group's history in Chicago and in Illinois. This is a well researched volume, which can be used, as written,by teachers interested in developing units on migration within and immigration to the U.S. It is also excellent for use in comparing and contrasting experiences of a selected number of ethnic groups, and for further promoting multicultural teaching and learning procedures in the upper level classroom.

Franco-American Ethnic Heritage Studies Program
Assumption College
500 Salisbury Street
Worcester, MA 01609

Contributions of the French to America: Dissemination of Materials

Project Director: Dr. Claire Quintal

Languages: English and French

Program Subject: Americans of French-Canadian Descent (in New England, Midwest)

Grade level: Teacher resources (9-12)

Subject area: Foreign language, history (local and state), social studies

This project presented general information about the life of the Franco-American and Americans of French-Canadian descent, past and present, in New England and six Midwestern States: Illinois, Indiana, Michigan, Minnesota, and Missouri. A synopsis of their participation in and contributions to life in the United States was presented under the following subject headings: church, arts and literature, family, youth, societies (clubs), labor and economics, politics, and the media.

As an example of topics addressed within different subject areas, in the media portion the lack of Franco-American journalistic efforts - both written and electronic - is discussed and decried. Suggested student activities are to help students become aware of this fact and perhaps help them make a start toward remedying the situation.

Activities included with most of the units are set up to help utilize community resources (human and non-human) and to assist students in developing a better understanding of this ethnic group. Although the activities are specifically for students who are, themselves, Americans of French and/or French-Canadian descent, resourceful teachers can adapt the products so that they can be used by any students who are learning about the contributions this ethnic group has made to the U.S. society. In such a case, however, teachers must use supplemental

materials in order to give non-Franco-Americans a well-rounded, meaningful knowledge of this ethnic group.

As the only Title IX project which discusses the Franco-American experience, it is a good beginning effort. It would be helpful, however, to have a bibliography or bibliographical references included as part of the project. The units are short, well presented, and, are in French as well as English. Because of the way they are written they can be used for eighth grade and perhaps advanced seventh grade classes. Teachers should find the units easy to use and augment as instructional tools. It can be well recommended as a primary source for learning about Franco-Americans.

Grand Rapids Public Schools
143 Bostwick Avenue, N.E.
Grand Rapids, MI 49503

Americans and Polish Culture: A Guide to the Resource Materials Collection

Project Director: James McClafferty

Program Subject: Polish Americans

Grade level: Teacher resources K-12

Subject area: All

The object of this project was to enhance the understanding of Poland and show the contributions Polish-Americans have made to the U.S. through use of selected print and non-print materials.

The book is divided into three sections: print materials collection--annotations; print materials collection--topical guide; and non-print materials collection, which in itself contains the following categories: exhibits, filmstrips, recordings, and slide units. The appendix contains information on how to obtain Polish films and Polish folk art resources available in the Art Resource Center at one of the Grand Rapids elementary schools.

The print materials sections could have been enhanced by including the grade level(s) for which each resource was suitable. One plus is the topical guide section. This type of bibliographical organization is a great asset in that by using the table of contents teachers can look up the section(s) of interest and know immediately the most suitable books to use for their courses or instructional units. As an example; the topic, "Social Policy" is further divided into areas such as Family Budgets, Social Security, Health Protection, Polish Spas, and the like. In some cases, where necessary, pages within a book or magazine are specified for greater facility in use. On the whole this project was put together very well, seemingly with the idea that teachers do not often have much time for extensive searching for resources, thereby helping them to facilitate the presentation of their unit(s) on Polish-Americans.

All materials are available through the project and information on how to obtain them on a loan basis is given in the book.

Mankato State University
Minorities Groups Studies Center
Mankato, MN 56001

A Model Program In Multi-Ethnic Heritage Studies

Program Director: Michael T. Fagin

Program Subject: Multiethnic

Grade level: Teacher resources (K-16)

Subject area: All--home economics, language arts, social studies

This is an all-encompassing four-volume project whose units and format can be used in any part of the country as a guide. The first volume, "Multi-Ethnic Curriculum Units: Primary, Intermediate, and Secondary Levels", covers subjects from self worth to architectural styles found in the U.S. today. As an example, the primary unit begins with a section which deals with a young child's development of a positive self concept. It states both the general objectives and procedural philosophy which teachers are urged to follow. Activities are designed to make each child feel important and special, become aware of himself and his fellow classmates, and learn that different is not bad but good (such as differences in height, weight, skin color, foods, names, accents, and clothing). They are also designed to show that even in differences there are similarities. Teachers can use these activities to develop and expand upon the likenesses and differences of people in general. The specific ethnic groups addressed are Eskimos and Korean-, German-, Jewish-, Black-, Mexican-, and Asian-Americans.

The intermediate unit is designed to capitalize on the natural curiosity and interest of children at this age level about people and things distant from them and about their own individual uniqueness. Activities stress, among other things, multi-ethnicity as well as one's own ethnic heritage, awareness of self, acquiring self-confidence, ethnic pride and community involvement.

One unit included is for Black- and Mexican-American 5th and 6th grade special education students with learning and behavioral problems. The activities presented to obtain stated goals are good. However, it seems that the stated rationale should have been taken one step further. Not only should the students communicate with Black- and Mexican-American children in other special education classes, they should also have the opportunity to communicate with children of these two, as well as other, ethnic groups in non-special education classes in order to reach the same stated outcome; namely, to "...learn the likenesses and differences among ethnic groups and grow to respect them..." so that "...their own self-respect and confidence will increase".

Although the overall Asian-American Culture unit for secondary students is a good one, it should have also given more in depth activities, teaching suggestions and content for all of the Asian ethnic groups listed in one of the value clarification exercises, not just the few groups which are presently in the majority in the U.S. It is definitely an oversight not to include Saudi Arabia, Vietnam, Siberia, Indonesia, Iran, Cambodia, Malaysia, Hong Kong and Singapore since they too were listed as part of the first activity on the study of Asian-American culture. (Contrasts and comparisons could have been made between the peoples of China, Singapore, Malaysia and Cambodia, for example). Even the materials list for the unit is deficient by not listing references and materials for the abovementioned groups.

Minority Literature Unit, Senior High Elective - This unit is well-structured for teachers to use as a means for developing a literature course which deals with controversial past and present ethnic problems. Both the overall and behaviorial objectives are well thought out. Also, the teaching strategies suggestions, if followed, can encourage students to develop openmindedness. The resources and materials lists are adequate; however, a drawback of the

materials list is that there were only Afro-American, American Indian, Mexican-American and Jewish reading selections--the Asian population was omitted.

The Folk Dance section for junior high students is a unique and well presented diversion from the routine activities, especially if the dances are actually taught and explained to classes as part of the overall learning process.

Furniture Styles--influences from other countries on today's traditional architectural styles in the U.S. This unit is unique in that this idea has not been approached in other Title IX projects. This different approach is one which may be used as an introduction for students who have an interest in interior decorating and/or design. One deficiency of the unit is that the only examples given were styles influenced by the English. Teachers using this unit could augment it by adding information about other ethnic groups' influences on furniture and styles of houses and reasons for the different types of building materials used in the U.S.

On the whole the curriculum units in this volume are good teaching tools: diversified, useful, covering a number of subjects not usually presented. Drawbacks and/or deficiencies are as previously stated. Teachers using the units should augment the activities with others which are pertinent to their own specific area and/or ethnic group(s).

The other 3 volumes in this project are resource aids:
1) "Local Library Resources for a Multi-Ethnic Curriculum" lists materials available in the local library. However, since the library card catalogue numbers are given (an excellent idea) teachers in other areas wishing to use the resources will be able to find them in their own area libraries with ease. Arranging materials alphabetically, by subject, under specific headings, facilitates this bibliography's use by others.

2) "Native American Resources: Annotated Bibliography of Print and Non-print Materials". This bibliography lists resources by headings, subjects, and alphabetically. It also lists the materials according to grade level. Notations given are most helpful when trying to choose appropriate materials for a given topic or subject area.

3) "Annotated Bibliographies of Ethnic Studies Materials". This volume gives brief evaluations of selected materials which can be used in ethnic studies curricula, with suggestions for their use. Four of the five bibliographies in this book deal with Italian-, Polish- and Slavic-, German-, and Norwegian- and Swedish-American resources. Each selection has been graded and evaluated on various criteria by different sources and placed into 4 grade levels.

On the whole these three resource volumes are useful compliments to the curriculum and teaching unit volume. As a total teaching unit, it is a good guide and reference.

Menaul School
301 Menaul Boulevard, N.E.
Albuquerque, NM 87107

Enduring Heritages: A Guide to Multicultural Education in the Secondary School

Program Director: Edmundo E. Vásquez

Program Subject: Multiethnic (New Mexico)

Grade level: Teacher resources (9-12)

Subject area: Social studies

The guide is divided into three major sections. The first section introduces the meaning and implications of multiethnic education as it refers to people of the southwestern part of the U.S. It also discusses the planning and content of a multicultural curriculum for this section of the country which is made up of three dominant groups: Native American, Spanish/Mexican, and Anglo. Since there are also a number of Black Americans and Asian Americans in this area a few projects were also developed about these two groups. Finally, ways to implement this type of education within high school courses of study are discussed, with suggestions for the identification and utilization of appropriate resources.

Section two consists of four unit outlines: 1) Multicultural Themes in Existing Courses. Suggestions for integrating certain multicultural subjects into existing courses - without rearranging the total curriculum - are given. 2) Special Courses Built Around Pluralistic Themes. These are entire courses, within specific departments, which have multicultural themes as their main content. 3) Integration of Special Units into Existing Courses. Some subject areas such as fine arts, languages and social studies are quite conducive to such an integration. However, this unit presents methods by which such integration can be implemented with certain science courses. 4) Special Events with Pluralistic Emphasis. This unit presents and develops five major celebrations which involved the entire school body: Black Heritage Day, Lunar

New Year, Christmas, Pow-Wow, and Mini-course Week. (Mini-course Week provides students with an opportunity to be exposed to various professions and occupations, "to learn new skills and to learn something about themselves and others in a non-academic setting". Both staff and students have the opportunity to participate in scheduled activities).

Each of these units lists resource needs, basic concepts, purposes, student activities, and evaluation procedures. The manner in which the units are set up makes them easy for teachers to use and adapt to their specific classroom situations.

The third section consists of appendices which include items such as course outlines, guidelines for evaluating textbooks for ethnic content, media information, nutrient content of selected southwestern foods, folk tales, a religious, historical essay, a list of resource persons and a brief write-up on the needs and [illegible]es of the Menaul School.

This easy-to-read, enjoyable project is well done, covers a wide range of topics under the broad field of social studies and seems to be well suited for the area of the U.S. for which it was intended. Some of the activities can be adapted for use in other parts of the U.S. and all of the activities can be used in other areas to learn about people who live in this particular region of the U.S.

New York State Education Department
Bureau of Social Studies Education
Washington Avenue
Albany, NY 12234

Italo-American Curriculum Studies

Project Director: Josephine Dana

Program Subjects: Italian-Americans (N.Y., Brooklyn)

Grade level: Teacher resources 1) K-3; 2) K-12

Subject area: Anthropology, social studies

1) Families, Ways, Places

A different approach is used in this product for teaching ethnic heritage and ethnicity to young children, namely, comparing and contrasting the ways of life in the old country with life in a community in the new country. The majority of the people living in the new-country-community happens to be from one of the old country cities discussed. Although it is geared toward Italian-Americans who live in one of N.Y.C.'s boroughs, some activities can be adapted to Italian-American life in other parts of the U.S. In the same vein since only two small towns in a specific part of Italy were written about, teachers must take care in emphasizing to their students that only a small portion of Italy is being discussed in the book. Teachers can use the narrow confines of the stories to their advantage, however, if, as additional activities, they compare and contrast 1) the life in other Italian cities with those mentioned in the book and 2) the life in other U.S. cities where large Italian-American populations immigrated versus the life in New York for Italian-Americans there.

As a beginning "overview resource" on the Italian-American community it is good since it introduces early elementary children to a variety of subjects and suggests a number of thought-provoking activities for teachers to use in conjunction with the readings.

2) Anthropology: Focus Upon Ethnic Studies

This syllabus is an excellent guide to use for incorporating ethnic and anthropological studies into social studies curricula for grades 11-12. Subjects such as the influence and effects of a changing, natural environment on a culture (environment and technology); relationships between the control of production, distribution and exchange of resources and services versus power over others (economic system); and the effects of various technological and economical systems on marriage practices, or family patterns (social organization) are only a few of the topics which are presented for discussion. Each topic is divided into two parts: questions to raise in order to reach an understanding (or at least to begin to understand), and examples or cases used to analyze the questions. Both the questions and cases are based on cultures, communities, economics, social stratifications and technologies found in all parts of the world--from the most "highly developed" areas to the most "primitive". A number of meaningful classroom activities can be developed from the questions and cases presented. The questions/cases can also be used by teachers at other grade levels as springboards for developing curricula and activities suitable for use in their specific grades. Moreover all social studies area are represented.

For teachers who wish to expand the unit on Italian-Americans - the subject of Families, Ways, Places - references, questions and examples are given which directly relate to that unit. Pertinent questions help to expand activities beyond the K-3 levels for which the product was written.

Both are highly recommended resources for the study of 1) Italian-Americans in the U.S. and 2) the anthropological aspects within social studies curricula.

Association for Multiethnic Programs, Inc.
114 Fifth Avenue
New York, NY 10011

Teaching Ethnic Experiences in Urban America: Focus on New York City

Project Director: Max Nadel

Program Subject: Multiethnic; Black-, Chinese-, Irish, Italian-, Jewish-, and Puerto Rican-Americans (in urban settings)

Grade level: Teacher resources (8th & 9th)

Subject area: Social studies

The project was developed specifically for students in the eighth grade, by teachers who used the included activities and programs experimentally in their classes before including them as part of the project. It was conceived as an appropriate program for a transition grade between elementary and high schools and presents its conception effectively.

The following elements were considered and utilized in order to present a well-rounded program of activities for studying the six predominant ethnic groups which make up New York City: cultural, historical and sociological. Suggestions were given to teachers about materials to obtain and use in order for them to effectively present this particular project to their students. An outline of various student activities was given which included oral history collecting, history research projects, mapmaking and investigative community studies.

Many experiences of different ethnic groups were examined through the use of selected narratives taken from a number of different sources. Student activities designed to make the students learn about the cultures, lifestyles and communities in New York City were presented in conjunction with these narratives.

Teachers in other urban areas can adapt the activities and suggestions of the project for their own use and produce effective outcomes. Additionally, instead

of making a general overview of all the ethnic groups in their communities, teachers in other areas may opt for doing an in-depth study of only one or two groups. (However, students should derive greater benefit from learning about all the major ethnic groups in their community).

This project also can be used effectively as a guide for ninth-grade teachers.

Fort Wright College
Center for Teacher Education
West 4000 Randolph Road
Spokane, WA 99204

Multicultural Early Childhood Curriculum for the Yakima Indian Nation

Program Director: Anis A. Quidwai

Program Subject: American Indian (Yakima)

Grade level: Teacher resources (preschool)

Subject area: All areas

The project was developed as a beginning point for children who attend pre-school programs in their own ethnocentric area and who will encounter "a significant amount of culture conflict" upon entering public school systems where both "teachers...and a majority of their classmates will be non-Indian".

The two major goals of the project were to make certain that through the design of its multicultural curriculum 1) the needs and interests of the children in the program would be appropriately addressed, and that by addressing these needs, the culture conflict which the Yakima children inevitably would face would be lessened and have fewer negative effects in them; 2) the children would retain the value system of their culture while acquiring skills of the public schools' dominant culture.

A variety of teaching methods was employed such as role-playing, field trips, and the use of family and community resources. These methods were to help the children recognize and appreciate the ethnic and cultural heritage of their families, develop various motor and perceptive skills, recognize that they were members of a unique environment and learn to respect themselves as members of such a environment, and begin to acquire communication skills to deal with the non-Indian culture(s) to which they were about to be exposed.

In developing the curriculum six Competency Areas were listed and were expanded upon, the ultimate outcome being that the children would receive a well-rounded exposure to new conflicts, experiences, concepts, and values while at the same time learn to know, accept and appreciate themselves as individuals. The children's Areas were 'Safe and Healthy', 'Physical and Intellectual', 'Self-Concept', 'Functioning in Group' and 'Home and Center Coordination'. The sixth Competency Area was devoted to the development of additional staff resources, responsibilities and awarenesses. Through the use of a number of activities teachers are given the opportunity to further develop their own ethnic awareness, gain greater respect for the values systems in the community in which they teach and demonstrate their acceptance of and appreciation for the traditions and beliefs of the families of the children in their classrooms.

An excellent and highly recommended resource, this project is easily adaptable for use by any preschool teachers whose classes are made up of children of only one or perhaps two ethnic groups. Also a number of the activities can be used in any preschool and early elementary classroom unit about Native American Culture. In such cases teachers would do well to present units about other Indian Nations as well so that the children can compare likenesses and differences.

Also included are 1) a list of resources mentioned in the curriculum, 2) a list of other resources which are suggested as supplements to but are not included in the curriculum, and 3) an appendix with three instructional modules: "Rocks", "Children's Fears", and "Healthy Concept of Death".

APPENDIX

University of Michigan Ethnic Heritage Studies Program
Rackham Educational Memorial Building
60 Farnsworth Avenue
Detroit, Michigan 48202

Ethnic Heritage Studies Program in Southeastern Michigan/Ethnic Curriculum Development Project

Project Directors: Otto Feinstein and Winifred DeWitt

Program Subject: Multiethnic (Michigan, Detroit)

Grade level: Teacher resources (K-12)

Subject area: All areas, local history, social studies

Economic Elite Study

An Historical Sketch of East Detroit

Ethnic Detroit in Maps

Field Trip Series

I. French Heritage Tour
II. A Tour of Jewish Detroit
III. Detroit's Black Heritage Tour
IV. A Tour of Detroit's Latin Quarter
V. Detroit's Eastside Polish Community
VI. Touring Ethnic Delray
VII. A Tour of Detroit's Greektown

Ethnic-City: A Guide to Ethnic Detroit, Volume II

An Ethnic Studies Library

Ethnic Studies Activities for Bicentennial Celebration in the Classroom

Studying the Local Community: A Community Survey and Ethnic Mapping Procedure

Ethnic Survey of East Detroit School District Residents

The Ethnic Heritage Experience: A Study Guide for Workshop Participants

Elementary Unit in Italian Ethnic Studies

Ethnic Studies in Michigan

Ethnic Studies at the Local Level

Ethnic Audio-Visual Resource and Evaluation Guide

Educational Resources for Ethnic Studies

Ethnic Studies at the Federal Level

Interim Report, January 15, 1975: Ethnic Studies Project S.E. Michigan

The Ethnic Heritage Experience: A Handbook for Workshop Leaders

Final Report of the Ethnic Studies Education Project in Southeast Michigan